Standard 8-3:   The student will demonstrate an understanding of the American Civil War—its causes and effects and the major events that occurred during that time.

8-3.6   Compare the effects of the Civil War on daily life in South Carolina, including the experiences of plantation owners, women, Confederate and Union soldiers, African Americans, and children. (H, E)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:
In 3rd grade, students summarized the effects of the Civil War on the daily lives of people of different classes in South Carolina, including the lack of food, clothing, and living essentials and the continuing racial tensions (3-4.5). Students explained how the Civil War affected South Carolina's economy, including destruction of plantations, towns, factories, and transportation systems (3-4.4).

In 4th grade, students explained the impact of the Civil War on the nation, including its effects on the physical environment and on the people—soldiers, women, African Americans, and the civilian population of the nation as a whole (4-6.6).

In United States History, students will compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights (USHC -4.1). Students will explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America (USHC-4.2). Students will outline the course and outcome of the Civil War, including the role of African American military units; the impact of the Emancipation Proclamation; and the geographic, political, and economic factors involved in the defeat of the Confederacy (USHC-4.3).

It is essential for students to know:
The Civil War had a profound impact on daily life in South Carolina.

Prior to the Civil War, **plantation owners** had made a good living on cash crops. Slave labor made the plantation owners wealthy and gave them social and political status; therefore the plantation owners defended slavery and the southern way of life. When the war came, many of the wealthiest slave owners volunteered and served as officers in the Confederate army. Others were exempt from service under the "20 slave" law. When the Civil War ended, many plantations had been destroyed. War brought an end to slavery and the plantation owners lost the fortunes that had been tied up in slave property.

As the men went off to fight, women were left behind to tend to the farms and run the plantations. The lives of women were made especially difficult because of shortages of supplies such as clothes and food needed by the southern soldiers. Women found substitutes for many products or did without, especially as inflation made Confederate money worthless. Some women served as nurses to the wounded or raised money for the cause. Many were forced to flee their homes as Union forces advanced, only to return to ruins.

Most Confederate soldiers had grown up on farms in the rural areas and had experience with guns for hunting, but they had little formal military training. Many Union soldiers were from cities such as New York, Boston and Philadelphia. Many had worked in factories and manufacturing plants. Some were recent immigrants to the United States. Soldiers on both sides experienced the devastation of war.

Disease spread rapidly through military camps because of unsanitary practices and close quarters. Soldiers on both sides were tired, sick, hungry, wet, scared, and lonely. Soldiers on both sides fought valiantly.

African Americans longed for their freedom and many fled to nearby Union lines to claim it. Others stayed on the plantation and waited for the Union army. President Lincoln issued the Emancipation Proclamation, declaring that all slaves in areas that had not yet been captured by the Union army were free. These states, still under the control of the Confederacy, did not obey the Union president. Slaves were freed as a result of military action, not as a result of the Emancipation Proclamation. President Lincoln's proclamation allowed African Americans to fight for the Union Army and many volunteered immediately. Although African American troops served with distinction, they were discriminated against.

The Civil War also had an impact on children. Both slave and free children assisted around the farm or plantation. They suffered the same privations as other members of the wartime society. Some boys as young as 10 enlisted in the armed forces, served as drummer boys and standard bearers, were sometimes caught in the crossfire and died for their cause.

It is not essential for students to know:
Students do not need to know specific numbers of the armies or specific numbers of slaves in various areas. They do not need to know that the diplomatic purpose of the Emancipation Proclamation was to make it impossible for the English to form an alliance with the South because of the unpopularity of slavery in Britain. They also do not need to know that the Proclamation could be interpreted as a last ditch effort by Lincoln to end the war without ending slavery. Lincoln's intention to free the slaves in areas still in rebellion was announced in September to take effect on January 1, 1863. Students do not need to know about the confiscation acts that led up to the emancipation proclamation. They do not need to know the role of African American troops in the war.

Assessment guidelines:
Appropriate assessments would require students to **compare** the effects of the Civil War on daily life in South Carolina. Appropriate assessments would also require students to **explain** the impact of the war plantation owners, women, Confederate and Union soldiers, African Americans, and children.